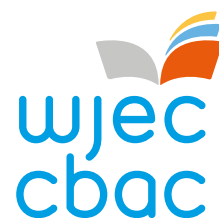


PATHWAYS



WJEC Entry Pathways Qualifications

REGULATED BY OFQUAL
DESIGNATED BY QUALIFICATIONS WALES

TEACHERS' GUIDE

Teaching from 2024

Version 3: September 2024



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ENTRY PATHWAYS HUMANITIES Teachers' Guide – Revised 2024

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1. INTRODUCTION

What do I need to start the course?

- Download the specification for Entry Pathways Humanities.
- Download the mini specifications for the units that you are interested in teaching.
- Download this Teachers' Guide to the course.
- Visit our subject webpage for the latest training materials
<https://www.wjec.co.uk/umbraco/surface/blobstorage/download?nodeId=32379>.
- [Subscribe](#) for the latest updates on the subject webpage.

How can I get more advice?

- Subject Team for Humanities Entry Pathways:
Email: EntryPathwaysHumanities@wjec.co.uk Tel: 029 2240 4286
- General Entry Pathways enquiries:
Email: entrylevel@wjec.co.uk Tel: 02920 265180
- Entries (all queries about making and amending entries):
Email: entries@wjec.co.uk Tel: 02920 265180

2. FREQUENTLY ASKED QUESTIONS – GENERAL

What is different about the Entry Pathways Course?

Entry Pathways is a flexible and personalised course, enabling centres to combine units to create programmes of study suited to individual learners' needs.

Entry Pathways is also an individualised course, where if a pupil moves to another school or college, that also offers the WJEC Entry Pathway qualification, they are able to take their completed (accredited) units with them and continue to add to them.

Entry Pathways is suitable to use at any key stage. Entry Pathways is particularly suitable for schools working in Professional Learning communities and consortiums.

What are the main advantages of the Entry Pathways qualifications?

- You decide which units best suit your candidates' interests.
- You decide which level best suits your candidates' capabilities.
- You decide when you want to enter candidates to get credit for each unit.
- You can enter for units in November (submission of work in December) or in February (submission of work in May). Any credits achieved through the course will be banked until candidates are ready to cash-in.

How is the course structured?

When choosing Entry Pathways units to study, there are several options to consider:

1. Units can be all taken from one subject area e.g. they can all be History units.
2. Units can be mixed with the other subjects within the Humanities areas.
3. A unit from another Pathways qualification can be included in the Award or Certificate for Humanities e.g. Working as Part of a Group.

A Humanities unit, if appropriate, can be included in another Pathway such as Personal and Social Development (PSD).

If option 1, 2 or 3 is chosen the qualification entered and awarded will be titled **Entry Pathways Humanities**.

What is Credit?

All units have a credit value attached to them. The credit value of each unit is based on the approximate teaching time recommended to deliver the unit and its assessment. 1 credit is equal to approx. 10 hours teaching time. Candidates can build up credits by following each unit and completing work which fulfils the assessment criteria for that unit. The mini specification for each unit contains details on the amount of credit attached to each unit at each level. Each mini-specification can be found under Key Documents>Specification on our subject webpage [here](#).

These credit values for each unit completed then add together to achieve one of three end results:

- Award (8 – 12 credits)
- Certificate (13 – 36 credits)
- Diploma (37 + credits)

Are there any limits on the combination of units?

No. Within the Entry Pathways Humanities course, all units are 'optional', and the only requirement is to complete units of sufficient value to achieve the Award (8-12 credits), Certificate (13-36 credits), or Diploma (37+ credits) qualification.

For example, units in *Looking at local History* (3 credits), *A British Society in the Past* (4 credits) and *Taking a Role in Society in the UK* (3 credits) will lead to an **Award** in Humanities.

The addition of units in *Being a Tourist in a French Speaking Country* (3 credits) and *People and Protest* (4 credits) will lead to a **Certificate** in Humanities.

Teachers should also note that some units from other Pathways qualification can be used for the Humanities course. Particularly suitable options may be 'Working as part of a Group' or (offered in the Personal and Social Development qualification).

Please note that 'Renewable Energy' (previously offered in the Science Today qualification) is no longer available and entries should not be processed in 2024-25. This unit was available for the last time in Summer 2024.

Are there any forbidden combination of units?

Yes – but there is only one forbidden combination of entry:

A candidate can only be entered for a unit once per series. E.g. a candidate cannot be entered for *A British Society in the Past* at Entry 2 and Entry 3 in the same series.

What levels to the units cover?

All units in Entry Pathways Humanities are offered at TWO levels:

- Entry 2
- Entry 3

The Learning Outcomes and the content of the units at each level is the same. This means that the same unit can be taught to a whole class. The difference is that the Assessment Criteria are different for each level. The demands of units at Entry 3 are more challenging than those at Entry 2 and the teacher should decide whether their candidates' work meets the Assessment Criteria for either an Entry 2 or an Entry 3 credit.

Do all the units have to be entered at the same level?

No. WJEC Eduqas Entry Pathways qualifications allow some credit to come from units achieved at a lower level than ultimately awarded for the qualification as a whole. For example, for a Certificate where 15 credits are completed, a minimum of 8 credits must come from units at or above the level of qualification.

Can units be re-used and put towards a larger qualification?

Units achieved and cashed-in may be used for re-aggregation for a larger qualification e.g. Certificate or Diploma with the same title.

How do I make entries?

Unit Entry

Entry for individual units must be made by submitting the relevant unit and option code as indicated on page 13 of the specification. Option codes for Entry 2 and Entry 3 are E2 and E3 respectively.

For example, the entry code for the *A British Society in the Past* unit at Entry 2 is 6225/E2; the entry code for the *A British Society in the Past* unit at Entry 3 is 6225/E3.

Qualification Entry

Entry for aggregation ('cash-in') for the qualification must be made by submitting the relevant qualification and option code. Option codes indicate the size of the qualification (Award = A, Certificate = C, Diploma = D) and its level.

For example, the cash-in code for an Entry 2 Award in Humanities is 6005/A2; the cash-in code for an Entry 3 Certificate in Humanities is 6005/C3. More information is provided on all cash-in codes on pages 5 and 6 of the Entry Pathways general specification.

N.B. Aggregation does not take place automatically. It is necessary to enter the relevant 'cash-in' code for aggregation to take place.

When can I enter candidates for the qualification?

The course provides an opportunity to enter candidates at different times of the school year. ***You can process entries for units each November (submission of work in December) or each February (submission of work in May).*** Entry and submission deadlines are available on the subject webpage [here](#):

- **Example 1:**
A centre prefers a two-year linear approach. Work for all units is submitted in May of Year 2.
- **Example 2:**
This centre wants to gain credit at the end of Year 1 and at the end of Year 2. Work is submitted for 3 units in May of Year 1 and for 2 more units in May of Year 2.
- **Example 3:**
This centre wants to gain credits through the course. Work is submitted for completed units in December and May of Year 1 and in December and May in Year 2.

Examples 2 and 3 allow the centre to receive moderator feedback on the work, and also allows candidates to see how they are progressing towards their qualification.

How old do candidates have to be to follow this course?

Entry Pathways is suitable for use at any key stage, for example a centre could:

- integrate the units into its KS3 provision
- enter less able groups at KS4
- enter certain candidates from within GCSE groups at KS4
- offer the units to post 16 candidates.

3. FREQUENTLY ASKED QUESTIONS – TEACHING THE COURSE

What subjects are covered?

The Entry Pathways Humanities course is based on traditional Humanities subjects including:

- History
- Geography
- Religious Studies
- Humanities
- French

You must enter for an Entry Pathways qualification in Humanities. There is no single qualification in a single subject discipline but with careful choice it is possible to construct a pathway which is solely based on one subject discipline or one which incorporates elements from a range of different subjects.

What units can I choose from?

There is a wide choice of units. These are the titles available from September 2024:

HISTORY

Unit	Title	Option	Credits
6225	A British Society in the Past	E2/E3	4
6226	A Non-British Society in the Past	E2/E3	4
6227	Historical Change Over Time	E2/E3	4
6228	Looking at Local History	E2/E3	3
6229	People and Protest	E2/E3	3

GEOGRAPHY

Unit	Title	Option	Credits
6230	Threatened Ecosystems	E2/E3	4
6231	Changing Trends in UK Tourism and the Need to Develop Sustainable Tourism	E2/E3	3
6232	The Changing Population of the UK and the Challenges Faced by Urban Areas	E2/E3	3
6233	Responding to a Major Tectonic Event (Volcanic Eruption, Earthquake or Tsunami)	E2/E3	4
6234	Climate Change: Causes, Effects and Human Responses	E2/E3	3

RELIGIOUS STUDIES

Unit	Title	Option	Credits
6235	Contentious Issues in the Modern World	E2/E3	3
6236	Prejudice and Discrimination Against People	E2/E3	3
6237	Places of Worship	E2/E3	3
6238	Religious Festivals and Celebrations	E2/E3	3
6239	Important Ceremonies in Life and Death	E2/E3	3

HUMANITIES

Unit	Title	Option	Credits
6240	The Effects of Consumerism	E2/E3	3
6241	The Ethics of Food Production and the Consumer	E2/E3	3
6242	Responses to Contemporary Conflict in World Events	E2/E3	4
6243	Taking a Role in Society in the UK	E2/E3	3

FRENCH

Unit	Title	Option	Credits
6290	Introducing yourself, family and friends in French	E2/E3	3
6291	Using French to Discuss where People Live	E2/E3	3
6291	Using French to Discuss Social Issues	E2/E3	3
6293	Being a Tourist in a French Speaking Country	E2/E3	3
6294	Using French to Discuss Work	E2/E3	3

UNITS FROM OTHER PATHWAYS

Unit	Title	Option	Credits
6102	Environmental Awareness	E2/E3	2
6110	Working as part of a group	E2/E3	2
6111	Working towards goals	E2/E3	2
6112	Community Action	E2/E3	2
6123	Choices and Decisions	E2/E3	1

What levels do these units cover?

These units are offered at **Entry 2** and **Entry 3** only. Because the content for each level is identical, it is advised that the unit is taught and that teachers make their assessment regarding the level achieved by the candidate towards the end of the teaching time allotted to the unit.

Can I teach the same unit twice to candidates, focusing on different content?

No. For example, you cannot choose to teach a unit on *A Non-British society in the past* covering Nazi Germany and then choose the same unit again to cover the USA since 1945. However, you could adapt the unit on *People and Protest* to cover the Civil Rights movement in the USA, or use the *Historical Change Over Time* unit to look at how the USA changed in the time since 1945.

What do I have to teach in each unit?

Each unit has its own mini specification. These are available on the Entry Pathways Humanities website only [here](#).

Are there any resources for the units?

No resources have been written specifically for these units as this will depend entirely on your approach and the content already being covered at the centre. Unit specifications each contain recommended resources that can be used by teachers.

We also have sample units and full moderator commentary available on the WJEC Eduqas secure Portal for registered centres to access.

Can I co-teach with GCSE?

With careful planning, the answer is yes. In most cases, it is possible to co-teach elements of the Entry Pathways units with an equivalent component or unit at GCSE level. This applies to both Edqas and WJEC GCSE qualifications in History, Geography and Religious Studies.

More detail on how this can be achieved can be seen in each unit's mini specification.

What do the units look like?

Each unit follows a consistent pattern covering two levels, Entry 2 and Entry 3.

The learning outcomes are the same, but the Assessment Criteria are different for Entry 2 and Entry 3. The following example illustrates part of the mini specification for 6242: Responses to contemporary conflict in world events.

Learning outcomes describe key areas of learning addressed by the unit.

The assessment criteria set out the standard that the learner must meet in order to achieve the unit. The learner must achieve **ALL** assessment criteria at the relevant level to pass a unit.

Learning outcomes	Assessment Criteria Entry 2	Assessment Criteria Entry 3
To be awarded credit for this unit, the learner will:	Assessment of the learning outcome will require a learner to demonstrate that they can:	Assessment of the learning outcome will require a learner to demonstrate that they can:
LO1 Know features of contemporary conflicts.	AC1.1 Identify areas of conflict in the world. AC1.2 Identify reasons why conflicts begin.	AC1.1 Identify areas of conflict in the world. AC1.2 Give reasons why conflicts begin.
LO2 Know how people are involved in conflicts.	AC2.1 Identify some people involved in conflicts. AC2.2 Select information on the activities of people involved in conflicts.	AC2.1 Identify a range of people involved in conflicts. AC2.2 Outline the activities of people involved in conflicts.

What does a unit specification include?

Each unit specification is introduced by the learning outcomes and the assessment criteria. It then offers the following areas of support:

- Amplification of content
- Delivery advice, including suggested combinations and resources
- Assessment, including suggested activities
- Administrative arrangements.

To locate exemplar material from previous series', please see Section 5 of this guide on pages 12 and 13.

4. ASSESSMENT

How is the Entry Pathways course assessed?

One of the attractions of the Entry Pathways course is that there are no examinations or set tasks. WJEC Eduqas does not set assessments for candidates to complete. WJEC Eduqas does, however, give examples of tasks and activities that will show evidence of the assessment criteria being met. These can be found in the unit specifications. Alternatively, teachers can devise their own tasks which fulfil the assessment criteria.

The objective of the tasks and activities is for the candidates to achieve the Learning Outcomes and demonstrate the Assessment Criteria. This open-ended approach to assessing candidates following the Entry Pathways course gives teachers the opportunity to be more creative with their candidates by devising and setting a variety of assessments for each unit. These may include the following:



How are units assessed?

- All Entry Level Pathway units are internally assessed and externally moderated (through sampling of work by WJEC moderators).
- Tasks and activities should be set by the centre. They can be based on the advice given in the unit specifications or come from the teacher's own expertise.
- Assessment is **criteria-based** and not **mark-based**.
- For credit to be awarded for the unit the assessment criteria must be met in full at each level.

How does this assessment work in practice?

Candidates must demonstrate that they have achieved the Assessment Criteria through a range of tasks and activities done in class.

For example, a teacher chooses to teach the unit on *Responding to a major tectonic event*. The Entry 3 Assessment Criteria for Learning Outcome 1 expects candidates to:

- Outline some features of one tectonic event
- Identify and name areas of the world vulnerable to tectonic events

The unit specification then advises that assessment for these criteria can be done by:

- completing / adding labels to a diagram(s) to show how a tectonic hazard is caused by movements of the earth.
- selecting and illustrating examples of hazards linked to a tectonic event.
- completing a world map (with an appropriate key) to locate areas of tectonic activity.

Successful completion of tasks like these would demonstrate achievement of this learning outcome at Entry 3.

Does every criterion need to be attained?

Yes. Students cannot achieve a 'Pass' grade unless all criteria are attained.

Who assesses the work in school?

This is an internally assessed course, so the answer is you – the teacher. There is information in Section 6 of the specification regarding the work of the teacher as an assessor. On a more practical level, you have to be convinced that the students are capable of achieving or have clearly achieved every one of the assessment criteria for that unit at the required level. If you are convinced of that potential or achievement and you have sufficient evidence, then you should enter that candidate for that unit at the given level.

How should the work be annotated?

Ensure that all candidate work submitted for moderation is fully marked and annotated.

Annotate completed candidate work with the relevant assessment criteria, e.g. AC 1.3 or AC 3.2, showing where and how the work presented has met the required assessment criteria.

Check that ALL assessment criteria have been met for each unit by each candidate and transfer relevant page numbers to the Assessment Record Sheet. Where more than one assessor is involved in assessing the work of candidates, an **internal verifier** (teacher with overall responsibility for assessment standard) must be appointed to ensure that standards are being met consistently and that all required paperwork is completed in full.

Do not submit candidate work for moderation if all assessment criteria have not been clearly and fully met by the candidate or where correct paperwork is not available.

The following steps must be taken for each and every candidate being entered for an Entry Pathways Humanities unit:

1. Complete in full a **Candidate Authentication Sheet (CAS)** for each unit for individual candidates, ensuring it is signed by the teacher and candidate in each instance. This CAS can be downloaded [here](#).
2. Any practical work should be photographed, and any oral work accompanied by a **Witness Statement**. A witness statement template can be downloaded [here](#). The exception to this are the French units, where there must be a recording of the candidate speaking French submitted, as this is a specific Assessment Criteria.
3. Work for each unit at each level should be accompanied by the **Assessment Record Sheet. This sheet is available at the end of each mini-specification and must be signed by the teacher and internal verifier (where relevant)**. Each Assessment record sheet must be completed in full to illustrate that each assessment criteria has been met and the 'Evidence' column completed to direct the moderator to where the evidence can be found. Ensuring that each page or slide of candidate work is clearly numbered will assist greatly with this task.
The general comments section should be used to give details to the moderator of any difficulties or problems the candidate has encountered during completion of the work. It should not be used for feedback to the candidate, although this could be on a separate sheet.

5. ADVICE ON THE MODERATION PROCESS

What is moderation and what are the submission deadlines?

It is a method of checking accuracy of internally assessed work. The consistency of assessments across centres is checked through the external moderation of a sample of work. Samples will be viewed electronically and must be uploaded to our Internal Assessment and Mark Input System (IAMIS) via Portal by the submission deadline in each series. This is the **12 December** for each winter series and **5 May** each summer. **Correct entries must be processed by your Exams Officer during the entry windows for each series (November and February respectively).**

What evidence has to be submitted for moderation?

The work can be:

- paper based from class sessions
- visual, including photographic evidence
- word processed or produced using any suitable software package
- oral work which is verified by a teacher / adult using the Witness Statement form
- collective – the outcome of group work. In these cases, a witness statement should outline clearly the role played by the individual candidate.

All work must be scanned and uploaded with pages correctly numbered. Multiple files can be uploaded but the centre must upload work in a manner that is easy to follow and moderate. Centres should not upload individual pages one at a time. Pages must be combined into workable documents and assessment criteria attainment must be clearly referenced via page numbers on the Assessment Record Sheet.

What work do we upload?

- Once work is assessed, centres should only be entering candidates who have shown attainment of all the Assessment Criteria for the given unit at that level. Where candidates are found to have fallen short of the requirements for a given unit they should be withdrawn from the unit or an 'A' grade entered. Only for students where work is complete and all assessment criteria have been met should a 'P' (Pass) grade be awarded and entered on IAMIS.
- Moderators will need evidence of work covering all the ACs for the taught unit at the particular level (Entry 2 or 3).
- Moderators will need to see the evidence of work completed for a sample of the cohort entered. This sample will be generated automatically as soon as all outcomes for the cohort are submitted on IAMIS. Full guidance on submitting marks and work via IAMIS is available [here](#).

How much work do we send in for each candidate?

It is difficult to specify an exact amount but centres must submit work to evidence the full range Assessment Criteria. Where appropriate, the work submitted should also reflect the amount of time spent on each unit.

Is there sample work available?

Yes. On the secure Portal registered centres can access sample candidate work with full moderator commentary. This is an indicator of work which has achieved a Pass grade in previous series'. Once logged in to Portal with your centre details (<https://portal.wjec.co.uk/>) select All Services>Resources> Subject-Specific Support Material including CPD & Exemplars.

From the drop-down menu, select the following options:

Options

Subject: Humanities | Level: Entry Pathways | Type of document: Exemplar Materials | Publication Year: All | Language: English | Brand: WJEC

Enter free text search

SEARCH Records found 1

How many candidate samples do we need to upload?

The size of the sample **for each unit** will be determined by IAMIS in the following way:

<i>Total number of candidates in cohort</i>	<i>Number of samples to be uploaded</i>
1 – 10	3
11 – 20	5
21+	7

Under certain circumstances, it may be necessary to call for extra work. This is usually as a result of centres submitting incomplete work as a 'Pass' grade. Where this is the case, WJEC will contact the centre and the centre must comply within 72 hours. The centre should therefore ensure that all candidate work (for which a Pass grade has been submitted) is complete and available for upload and moderation on request.

What forms are required?

For each unit and for each candidate:

- a Candidate Authentication Sheet signed by both teacher and candidate
- the Assessment Record Sheet (available at the end of the unit mini specification)
- a Witness Statement if applicable.

How will the work be moderated?

- All work must be uploaded to IAMIS. WJEC Eduqas does not accept paper-based submissions for Entry Pathways Humanities.
- The panel of moderators will convene to decide on standards of achievement and consistency among centres.
- The moderating panel will contain subject experts in each of the Humanities areas.
- The key decision will be whether the submitted work represents the standard which matches the assessment criteria for that unit for that particular level.
- There must be evidence that all criteria have been met.
- Centres should ensure that work submitted to the moderator should be worthy of the specified standard.
- If the work is deemed not to have achieved the required standard for that level the credit for that unit will not be given to the candidate.
- Centres will receive feedback via an individual report. This will be available for download from IAMIS on Results Day.

What will candidates get at the end of the course?

There are two outcomes:

1. A **Statement of Credit** which will provide a cumulative record of the credit value and level of all units achieved whether or not they have been cashed in for a qualification.
2. If the candidates' cash-in, there will be a **Qualification Certificate** which will confirm the title, level and size (i.e. Award, Certificate or Diploma) achieved in that series.



ENTRY PATHWAYS (QCF)

CANDIDATE AUTHENTICATION SHEET

This sheet must be included with each candidate's folder submitted for moderation

UNIT TITLE(S): _____

CENTRE NAME: _____ CENTRE NUMBER: _____
 CANDIDATE NAME: _____ CANDIDATE NUMBER: _____

NOTICE TO CANDIDATE

The work you submit for assessment must be your own.

If you copy from someone else, allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified from at least the qualification concerned.

DECLARATION BY CANDIDATE

I have read and understood the Notice of Candidate (above). I have produced the attached work without any help other than that which my teacher has explained is acceptable within the specification. I have clearly referenced any sources and any AI tools used in the completion of the work. I understand that false declaration is a form of malpractice.

CANDIDATE SIGNATURE:

DATE:

DECLARATION BY TEACHER

I confirm that the candidate's work was conducted under the conditions laid out by the specification.

I have authenticated the candidate's work and am satisfied that to the best of my knowledge the work produced is solely that of the candidate. Signed candidate declarations for the entire cohort will be kept on file.

TEACHER SIGNATURE:

DATE:



ENTRY PATHWAYS WITNESS STATEMENT

Qualification: _____

Candidate's Name: _____ **Candidate's Number:** _____

Assessment Criteria Achieved:
Task:

Assessment Criteria Achieved:
Task:

Assessment Criteria Achieved:
Task:

Assessment Criteria Achieved:
Task:

I can confirm that the candidate has demonstrated achievement of assessment criteria as documented above.

Signed (Centre): _____

Position: _____ **Date:** _____